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ABSTRACT

This curriculum guide for beginners band is the product of a team of teachers, administrators, and supervisory personnel. The prime objectives in the beginning instrument class is the development of correct playing habits, with emphasis on posture, holding position, embouchure, breathing, tonguing, good tone production and intonation. Subjects covered in this guide are: objectives, scheduling, eligibility, and materials. There is a week-by-week suggested activities guide. Related guides are: SO 006 546-549. (OPH)

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Curriculum Guide
for
Beginners Band

U.S. DEPARTMENT OF HEALTH
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ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE III
A COMPREHENSIVE PROJECT FOR IMPROVEMENT IN LEARNING

Curriculum Guide for Beginners Band

Under the Direction
of
W. Gayre Bazar
Music Supervisor

Issued by

Vermilion Parish School Board
Abbeville, Louisiana
Dr. Joseph C. Kite, Superintendent

1970

FOREWORD

Over the years the Vermilion Parish Public Schools have had a successful music program, but while the whole pace of life around us is being changed beyond recognition, we cannot stand still. As we look to the future, we can be sure of one thing--change will be the pervasive characteristic of our lives.

Our music curriculum and instructional program must be flexible and resilient enough to meet the test of change and new developments as they occur in the field of music education. Teachers and administrators must hold in constant review the existing program and make necessary changes and adaptations that will enable students to function effectively in our contemporary society.

This Curriculum Guide is the product of a cooperative effort involving teachers and administrative and supervisory personnel. I feel the Curriculum Committee under the direction of Mr. W. Gayre Bazar has done an excellent job of preparing this Guide, which should make it simpler and easier for teachers to complete more successfully the transition to modern techniques in music education.

This is a tentative Guide. Your active involvement and participation in the continuing development and strengthening of our music curriculum is encouraged. The Curriculum Committee will welcome suggestions and comments from teachers and parents throughout the school year. Revisions and modifications of the Guide will be made as required and/or deemed necessary.

Schools in this country have set the pattern for the world by making room for every child, but that objective is being superseded by another--quality education for every child. That is the objective for our schools--a system for all, dedicated to the pursuit of excellence.

I urge all teachers to work diligently in helping children achieve success with this program and, in so doing, help our school system achieve a higher standard of excellence.

Joseph C. Kite, Ph.D
Superintendent of Schools

BEGINNERS BAND

Table of Contents

Introduction		Page i
Point of View		Page i
Foreword		Page 1
Section I:	Objectives	Page 1
Section II:	Scheduling	Page 2
Section III:	Eligibility	Page 3
Section IV:	Materials	Page 3
Section V:	Units of Study 1-6 In Brief	Page 4
Section VI:	Weekly Lesson Plans in Detail	
	Lesson Plan: Unit I	Page 8
	Lesson Plan: Unit 2	Page 15
	Lesson Plan: Unit 3	Page 21
	Lesson Plan: Unit 4	Page 27
	Lesson Plan: Unit 5	Page 33
	Lesson Plan: Unit 6	Page 39

Introduction

A study of public school music history points out differences of opinion among music educators concerning aims and objectives of the music program. It has been found that most successful programs are those that provide a wide range of musical endeavors which offer the opportunity for every child to investigate many varied aspects and implications of music. It is important that objectives be clearly defined in each segment of the curriculum in order that the contribution of each activity be directed toward the total music program.

Point of View

We as music educators believe that:

Music education gives young people the opportunity to find a richer life through music, to guide students into a better understanding of, and love for music, to teach the pupil through music. It emphasizes the values of human living. It assists in developing an integrated person who may take his rightful place in the world in which he lives. Music may be his career, his hobby, his recreation, or simply another experience in his life.

Music education offers activities and studies which tend to develop the social aspects of life. Group activities in music elementary, junior and senior high schools offer some of the most effective ways of developing cooperation, discipline, personal

initiative, individual responsibility, and fellowship.

Music education contributes to the health of the student through the development of correct posture, rhythmical deep breathing, voice hygiene and other social habits. It also contributes to the mental and emotional health which is known to respond to the stimulus of music.

Music education contributes to the development of good work habits. It demands and encourages self discipline.

Music education aids in developing wholesome ideals of conduct.

Music education contributes to the development of citizenship by helping to produce an integrated personality; by giving students an opportunity to experience the democratic way of life which music groups demand; by teaching love of country, pride in its achievements, knowledge of its history, dedication to its improvement, hope for its future, and neighborly regard for the people of other lands through their music.

Music education contributes to home life by encouraging the pupils to take their music to their homes.

Music education contributes to recreation and to the fun of living.

In discovering talent, music education aids the pupil in discovering himself.

Music education affords a foundation for vocational training for all pupils whose interest and aptitude warrant their preparation for a professional career in some phase of music.

Foreword

The beginning instrumental class is the most important in the entire instrumental program. Habits, good or bad, are formed. Constant attention to details in the development of good posture, proper instrument holding positions, embouchure, correct tonguing, articulation, breathing, and correct finger position is essential.

The careful, gradual, thorough development of the knowledge of music fundamentals is essential. Precision in music reading and counting must, at all times, be the goal.

This is the time for instilling good work habits. Reasonable, worthwhile daily assignments should be made. Testing, both playing and written, should become a regular part of the pupil's class work. It should be remembered that patience, understanding, and praise are allies of the teacher. Enjoyment, as well as achievement, should be present in all classes.

Section I

Objectives

1. The prime objective in the beginning instrumental class is the development of correct playing habits, with emphasis on posture, holding position, embouchure, breathing, tonguing, good tone production and intonation.
2. Carefully and gradually develop music fundamentals.
3. Instill good listening habits.

4. Develop an awareness of responsibility to the group and pride in its achievement.
5. To provide for individual growth in each student of personality, musicianship, and technical facility.
6. To provide an atmosphere which is conducive to enjoyment, and satisfaction in personal achievement.
7. To develop an awareness of the esthetic value of music.

Section II

Scheduling

Depending upon the situation, one of the following methods of organization should be employed.

I. Full Band Method
   A. All instruments taught in the same class
      1. If this method is utilized, more daily class time is advisable

II. Families of Instruments
   A. This plan has the obvious advantage of dealing with common problems.
   B. Usually groups are smaller and more individual attention is possible.

For best results, regardless of method, time should be allocated on a regular daily basis for at least a forty-five minute period.

Section III

Eligibility

Band is a specialized course of study for students with proven capabilities, and interest in music. This specialized class should not be confused with general music, which is intended for everyone.

It is recommended that only those students with average or above achievement records, academically and musically be encouraged to participate.

Section IV

Materials

Text: First Division Band Method, Part One - Belwin

Correlated Materials:

1. Solos
   a. Ensemble for Everyone - Osterling - Belwin
2. Books
   a. On Our Way - Belwin
3. Concert Piences
   a. Holiday - Erickson - Belwin
   b. Safari - Playhar - Belwin
   c. Castles in Spain - Erickson - Belwin

Section V

Unit I

Six Weeks

Review music fundamentals.

Instrument inspections (every third week).

Discuss and demonstrate instrument assembly and disassembly.

Discuss and demonstrate instrument holding positions and posture.

Demonstrate correct embouchures.

Discuss and demonstrate correct methods of tonguing and breathing.

Discuss care and maintenance of instruments and equipment.

Master music materials in First Division Band Method, Part One - Page 5 - 6 - 7 in students book.

Introduce new notes.

Check playing and listening habits.

Introduce Quarter note.

Playing and written test.

Unit 2

Six Weeks

Instrument inspections (every third week).

Review.

Check playing and listening habits.

Daily individual attention.

Master music materials - pages 8 - 9 - 10 in students book.

Introduce new notes.

Introduce $\frac{3}{4}$ time.

Introduce Tie.

Unit 2 (Cont'd)

Introduce 1st and 2nd endings.

Introduce Common Time.

Introduce Half Note and Half Rest.

Check fundamentals (bottom page 10).

Test.

Unit 3

Six Weeks

Instrument inspections (every third week).

Review.

Check playing and listening habits.

Daily individual attention.

Master music materials - pages 11 - 12 - 13 - 14 - 15 in students book.

Introduce Cut Time.

Review key signatures.

Compare $\frac{2}{4}$ and Cut Time.

Review D.C. al Fine.

Review 1st and 2nd endings.

Introduce slur.

Introduce Fermata.

Introduce new notes.

Review pick up notes.

Complete student exercises (bottom page 13).

Assign solos (page 15).

Unit 4
Six Weeks

Instrument inspections (every third week).

Review.

Check playing and listening habits.

Daily individual attention.

Master music materials - pages 16 - 17 - 18 - 19 - 20 in students book.

On Our Way (book) - pages 3 - 4 - 5.

Introduce Natural Sign.

Introduce upper register for Clarinets.

Review leger lines.

Review Fermata sign.

Introduce new notes.

Introduce Eb Concert Key.

Introduce countermelody.

Introduce dynamic and tempo markings.

Introduce chromatics.

Assign solo material (page 20).

Test.

Unit 5

Six Weeks

Instrument inspections (every third week).

Review.

Check playing and listening habits.

Daily individual attention.

Master music materials - pages 21 - 22 - 23 and Exercise 1 through 5 on page 24 in students book.

Unit 5 (Cont'd)

On Our Way (Book) - pages 5 - 6 - 7 - 8 - 9.

Concert numbers: "Holiday", "Safari", "Castles in Spain".

Introduce crossing the break (clarinets).

Introduce new Tempo and Dynamic markings.

Introduce new notes.

Memorize Eb Concert Scale.

Introduce Pause.

Test (assigned solos).

Unit 6

Six Weeks

Instrument inspections (every third week).

Review.

Check playing and listening habits.

Daily individual attention.

Master music materials - page 24 - 25 - 26 - 27 in students book.

On Our Way (Book) - page 10.

Assign selected solos.

Prepare and play concert.

Test.

Check in music and parish owned instruments.

Check individually owned instruments and recommend needed repairs.

Unit 1
First Week

Guide	Suggestions	Correlated Material
Review music fundamentals	Treble clef, lines and spaces, note values, sharps and flats, time signature, rhythm exercises (count, clap)	
Introduce Bass Clef		
Preliminary embouchure development	Brass players buzz lips, reed players blow thumbs (cheeks and lips in correct positions). Flute players blow bottles; alternating pat (foot), clap (hand) rhythm for drummers.	
Ear training	Tone matching (use piano), or instrument demonstration (advanced student).	
Breathing	Deep (without raising shoulders), through mouth.	
Review and written test	Music fundamentals	
Distribute textbooks	Introduce preliminary material	

Unit 1
Second Week

Guide	Suggestions	Correlated Material
Assembly and care of instruments	Show film on instrument care (if available)	
Instrument holding positions	Demonstrate	
Tone production	Play open tone on like instruments. Practice for correctness of pitch. Check embouchure (woodwinds), lip placement (brasses). Discuss tongue placements for various instruments. Explain hand positions for drummers.	
Dissassembly and storage of instruments	Demonstrate and help where needed.	

Unit 1
Third Week

Guide	Suggestions	Correlated Material
Instrument inspection	This routine is recommended: (a) Brasses - Valves unscrewed and showing, slides pulled enough to show cleanliness and grease. Outside of horn clean. Instrument to be held in position to be checked at a glance. (b) Woodwinds - Clean mouthpiece and instrument, check reed, corks or joints greased where necessary, straps good and properly adjusted. (c) Percussion - All equipment in position, adjusted, and ready to be played. Sticks and mallets displayed. (d) Check posture and grooming. Teacher walks between rows, checking each instrument. This should be graded.	
First Division Band Method, Part One - pages 5 - 6	Familiarize pupils with book usage. Discuss fingering charts, musical signs, and terms.	
Page 5	Play first two tones. Repeat as needed.	
Page 5	Play first five tones. Repeat for pleasant sound. Assign for memory work.	

Unit 1
Fourth Week

Guide	Suggestions	Correlated Material
Page 6 - Ex. 1-2-3-4	Review	
Page 6 - Ex. 5	Introduce new note	
Ex. 6-7	Name notes, sing, then play.	
Ex. 8	Follow book directions	
Check playing habits	Correct pitch, right fingering, tonguing, instrument holding positions (check daily), counting, hygenic habits (mouthpiece, reeds, instruments clean), posture.	
Assembly and disassembly of instruments	Develop careful habits	
Class discipline	Develop precision in all classroom routines.	
Test	Playing (grade each test).	

Guide	Suggestion	Correlated Material
Page 6	Review "things to know"	
Page 6 - Ex. 1-2-3	Whole note and whole rest. Check accuracy in note playing and counting. Repeat as needed.	
Ex. 4	Solo and class. Follow book directions.	
Stress correct playing habits	Hand and finger positions, tonguing, breathing, tone production (good sounds), counting, intonation. Embouchure: 1. Clarinet and Saxophone (chin pointed, bottom lip turned in properly, cheeks flat, upper teeth firmly on mouthpiece) 2. Flute (lips firm, cheeks flat, instrument positioned correctly 3. Brasses (lips firm, cheeks flat)	

Unit 1
Fifth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 7 - Ex. 1-2-3-4-5-6	Basic text	
Ex. 1-2	Consecutive whole notes. Check counting, breathing, tonguing, accuracy in pitch.	
Ex. 3	Whole notes. Stress good tone production.	
Ex. 4	Whole notes. Stress good tone production, and embouchure development.	
Ex. 5-6	Introduce quarter note. Demonstrate correct tonguing technique. Play each line separately, and then together. Count, clap, finger notes.	
Test	Playing (graded)	

Unit 1
Sixth Week

Guide	Suggestions	Correlated Material
Instrument inspection	Develop routine (refer to third weekly lesson plan)	
Review	Check playing habits	
Page 7 - Ex. 7-8	Basic text	
Ex. 7	Quarter and whole note study. Count and clap rhythm, finger notes, then play. Check tonguing carefully.	
Ex. 8	Introduce breath mark. Stress precision in playing quarter notes, and two measure phrases	
Page 7	Assign instrumental extras. Explain leger lines.	
Test	Instrumental extras	

Unit 2
Seventh Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 8 - Ex. 1-2-3-4-5	Basic text	
Ex. 1	Introduce new note, and repeat sign. Review whole rest.	
Ex. 2	Different tones with same fingering or position for brasses. Stress accuracy in pitch. Explain and demonstrate finger roll on clarinet (A to E)	
Ex. 3-4	Teach lines separately, then play together. Explain and demonstrate harmony (use piano if available). Introduce dotted half note.	
Test	Selected material	

Unit 2
Eighth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 8 - Ex. 6-7-8-9	Basic text	
Ex. 6-7	Introduce half note and half rest. Count and clap rhythm. Play lines separately, then together. Continue harmony development.	
Page 8	Assign instrumental extras, and check individually.	
Test	Playing and written.	

Unit 2
Ninth Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 9 - Ex. 1-2-3-4	Basic text	
Ex. 1	Introduce new notes. Check counting and accuracy on intervals.	
Ex. 2	Explain $\frac{3}{4}$ time. Demonstrate counting and placing of accent.	
Ex. 3	Write counts under notes, clap rhythm, then play. Explain accidental when used throughout measure.	
Ex. 4	Interval study. Check pitch accuracy in brasses, finger positions in woodwinds, and finger roll on clarinets.	
Test	Playing	

Unit 2
Tenth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 9 - Ex. 5 through 10	Basic text	
Ex. - 6	Introduce tie. Play lines separately, then together. Check intonation.	
Ex. 7	Follow book directions.	
Ex. 8	Count and clap rhythm. Finger notes, then play. Play two lines together as suggested in book.	
Ex. 9	Introduce 1st and 2nd endings. Play parts separately, and then together.	
Page 9	Assign instrumental extras. Introduce alternate fingerings for brasses. Check individually.	
Test	Playing	

Unit 2
Eleventh Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 10 - Ex. 1 through 6	Basic text	
Ex. 1	Follow book directions	
Ex. 2 - 3	Rhythm exercises. Count and clap rhythm. Play parts separately and then together.	
Ex. 4 - 5	Introduce new notes.	
Ex. 6	Use of new notes. Check intervals (fifth). Stress accuracy. Check intonation.	
Test	Playing	

Unit 2
Twelfth Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 10 - Ex. 7-8-9-10	Basic text	
Ex. 7	Common Time. Compare with $\frac{4}{4}$.	
Ex. 8	Check phrasing. Observe breath marks.	
Ex. 9 - 10	Duet: Play separately, then together. Reinforces 1st and 2nd endings, and the tie.	
Test	Written (bottom of page 10)	

Unit 3
Thirteenth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 11 - Ex. 1 through 6	Basic text	
Ex. 1	Reinforce Common Time.	
Ex. 2	Introduce Cut Time. Compare to Common Time. Count, then play.	
Ex. 3 - 4	Play in $\frac{4}{4}$, and then in Cut Time. Stress accuracy in counting.	
Ex. 5	Play this familiar melody in $\frac{4}{4}$ and in Cut Time. Check accuracy in counting.	
Ex. 6	Play parts separately, then together. Check phrasing.	
Test	Playing	

Unit 3
Fourteenth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 11 - Ex. 7-8-9-10-11	Basic text	
Ex. 7 - 8	Introduce Key Signature. Count and clap rhythm (lines separately). Write counts below each line. Play separately, then together. Stress accuracy in counting.	
Ex. 9	Play in $\frac{4}{4}$ until perfected, and then play in Cut Time.	
Ex. 10 -11	Duet: Special attention to Key Signature. Play parts separately, then together. Check phrasing.	
Test	Playing	

Unit 3
Fifteenth Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 12 - Ex. 1-2-3-4	Basic text	
Ex. 1 - 2	Introduce Slur. Explain difference between Slur and Tie. Check articulation.	
Ex. 3	Follow book directions. Stress accuracy in articulation.	
Ex. 4	Introduce D.C. al Fine. Count and clap rhythm. Divide into groups as suggested.	
Test	Playing	

Unit 3
Sixteenth Week

Guide		Suggestions	Correlated Material
Review		Check playing habits	
Page 12	Ex. 5-6-7-8-9	Basic text	
	Ex. 5 - 6	Familiar melody. Play parts separately and then together. Stress accuracy in counting.	
	Ex. 8	Technique drill in Common Time and Cut Time. Begin slowly.	
	Ex. 8	Introduce Fermata. Embouchure and breath control development. Check intonation.	
	Ex. 9	Introduce $\frac{2}{4}$ time. Review key signature and 1st and 2nd ending. Play in march style.	
Page 12		Assign instrumental extras. Check individually.	
Test		Playing	

Unit 3
Seventeenth Week

Guide		Suggestions	Correlated Material
Review		Check playing habits	
Page 13 -	Ex. 1-2-3-4-5	Basic text	
	Ex. 1	Introduce new notes. Check Clarinet right hand position.	
	Ex. 2	Technique study. Stress accuracy.	
	Ex. 3	Review key signature. Divide as suggested. Check articulation.	
	Ex. 4 - 5	Rhythm exercise. Count and clap parts (separately, then together). Write counts under notes. Play parts separately, then together.	
	Ex. 6	Familiar melody. Play in Common Time and Cut Time. Stress accuracy in playing notes and in counting.	
	Ex. 7 - 8	Count and clap Ex. 7. Stress precision in counting. Play Ex. 8. Divide class and play 7 and 8 together. Review D.C. al Fine.	
Test		Written (bottom page 13)	

Unit 3
Eighteenth Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 14 - Ex. 1 through 9	Basic text	
Page 15	Assign Solos and Drum extra.	
Page 14 - Ex. 1	Introduce new notes.	
Ex. 2	Introduce Bb Concert Scale. Play as written and in reverse. Apply rhythms.	
Ex. 3	Familiar melody. Play in $\frac{4}{4}$ and in Cut Time. Check articulation.	
Ex. 4	Interval study. Emphasize accuracy.	
Ex. 5 - 6	Explain pick up note. Count and clap rhythms. Write counts under notes. Play parts separately and then together.	
Ex. 7	Chord study. Stress intonation and balance. Check style.	
Ex. 8 - 9	Duet: Play parts separately and then together. Check articulation in No. 9.	
Test	Assigned Solos (Page 15)	

Unit 4
Ninteenth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 16 - Ex. 1 through 7	Basic text	
Ex. 1	Introduce Eb Concert Scale. Introduce new notes. Follow book directions.	
Ex. 2 - 3	Explain difference between Concert Ab and A natural.	
Ex. 4	Familiar melody. Reinforce pick up notes. Play in $\frac{4}{4}$ and in Cut Time. Check phrasing.	
Ex. 5 - 6	Counting exercise. Count and clap (lines separately, then together.) Play the same way.	
Ex. 7	Unison melody with harmony accompaniment or bass part. Point out accidental in 1st ending. Follow book directions.	
	Introduce	On Our Way - page 3
Test	Suggestion: Eb Concert Scale	

Unit 4
Twentieth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits .	
Page 17 - Ex. 1 through 8	Basic text	
Ex. 1	Scale and articulation study. Check clarinet right hand position.	
Ex. 2	Check articulation	
Ex. 3 - 4	Reinforce Concert Ab and A natural.	
Ex. 5	Interval study based on a familiar melody. Stress accuracy in note playing, rhythm counting.	
Ex. 6	Follow book directions.	
Ex. 7	Develop chorale style. Check balance.	
Ex. 8	Introduce counter-melody. Check balance.	
	Continue	On Our Way - Page 3
Test	In book (page 17)	

Unit 4
Twenty-first Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 18 - Ex. 1 through 6	Basic text	
Ex. 1 - 2	Introduce new notes. Upper register for Clarinets, lip slurs for brasses. Stress good tone quality.	
Ex. 3 - 4	Reinforce clarinet upper register. Review Fermata.	
Ex. 5 - 6	Further development of upper register for Clarinets.	
	Continue	On Our Way - page 3
Test	Playing test	

Unit 4
Twenty-second Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 18 - Ex. 7 through 11	Basic text	
Ex. 7	Introduce new notes. Review difference between slur and tie. Check clarinet right hand position.	
Ex. 8	Rhythm study. Count carefully. Follow book directions.	
Ex. 9 - 10 - 11	Solo with band accompaniment. Practice lines individually, then play together.	
	Introduce	On Our Way - Page 4
Test	Playing	

Unit 4
Twenty-third Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 19 - Ex. 1 through 9	Basic text	
Ex. 1 - 2	Introduce new key signature and new notes. Review eighth notes for drums. Check articulation.	
Ex. 3 - 4	Compare Concert Eb and E Natural.	
Page 19	Assign instrumental extras.	
Ex. 5	Reinforce new key.	
Ex. 6	Clarinet solo in upper register with band accompaniment. Work for balance and good tone.	
Ex. 7	Review accidental in measure seven. Four measure phrases.	
Ex. 8	Chromatic study. Use chromatic fingering where necessary.	
Ex. 9	Solo with band in key of F concert; check balance.	
	Continue	On Our Way - page 4
Test	Playing (instrmental extras)	

Unit 4
Twenty-fourth Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 20 - Ex. 1 through 7	Basic text	
Ex. 1	New notes and long tones for woodwinds, with broken chords for brasses. Practice separately, then together.	
Ex. 2	Slurred technique study. Check accuracy and smoothness.	
Page 20	Assign instrumental extras.	
Page 20 - Ex. 3 - 4	Same as 1 and 2	
Ex. 5	Reinforce clarinet upper register. Check intonation and tone quality.	
Ex. 6	Duet scale study. Play separately, then together.	
Ex. 7	Introduce tempo and dynamic markings.	
	Continue	On Our Way - Page 4
	Introduce	On Our Way - Page 5
	Assign	Selected Solos
Test	Playing (assigned solos - page 15)	

Unit 5
Twenty-fifth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 21 - Ex. 1 through 5	Basic text	
Ex. 1 - 2	Familiar melody. Compare rhythms with different time signatures.	
Ex. 3	Eighth note study. Count carefully.	
Ex. 4 - 5	Crossing the break for clarinets and lip slurs for brasses. Check accuracy.	
	Continue	On Our Way - page 5
	Introduce	On Our Way - page 6
	Introduce	"Holiday" - Erickson (separate band arr.)
Test	Playing	

Unit 5
Twenty-sixth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 21 - Ex. 6 through 10	Basic text	
Ex. 6	Use chromatic fingerings. Check articulation.	
Ex. 7 - 8	Technique studies. Begin slowly, build speed.	
Ex. 9 - 10	Same melody in F Concert and Eb Concert. Check fingerings.	
	Continue	On Our Way - pages 5 - 6
	Continue	"Holiday" - Erickson
Test	Playing	

Unit 5
Twenty-seventh Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 22 - Ex. 1 through 5	Basic text	
Page 22	Assign instrumental extras.	
Ex. 1	Continue development of crossing the break technique for clarinets.	
Ex. 2	Compare Cut Time and $\frac{2}{4}$ Time. Review eighth notes.	
Ex. 3	Chorale. Develop balance and intonation.	
Ex. 4	Eighth note rhythm study. Count carefully. Check clarinet upper register. Review Fermata.	
Ex. 5	Introduce new tempo and dynamic markings. Introduce new notes.	
	Continue	On Our Way - page 6
	Introduce	"Safari" - Ployhar (Separate band arr.)
Test	Playing	

Unit 5
Twenty-eighth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 23 - Ex. 1 through 5	Basic text	
Ex. 1	Check articulation	
Ex. 2 - 3	Introduction new notes for clarinets.	
Ex. 4	Reinforce crossing the break for Clarinets. Check fingering and finger positions.	
Ex. 5	Articulation study.	
	Introduce	On Our Way - page 7
	Continue	"Safari" - Ployhar
Test	Playing	

Unit 5
Twenty-ninth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 23 - Ex. 6-7-8-9	Basic text	
Ex. 6	Count carefully. Begin slowly, build speed.	
Ex. 7	Round. Follow book directions.	
Ex. 8	Rhythm study. Write counts under notes. Count, clap, then play.	
Ex. 9	Familiar melody with band accompaniment. Check balance.	
	Continue	On Our Way - page 7
	Introduce	On Our Way - page 8
	Introduce	"Castles in Spain" - Erickson (separate a
Test	Playing	

Unit 5
Thirtieth Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 24 - Ex. 1 through 5	Basic text	
Ex. 1	Memorize Eb Concert Scale. Apply rhythm patterns.	
Ex. 2 - 3	Technique development. Correct mistakes.	
Ex. 4	Melody with band accompaniment. Play separately, then together. Check balance.	
Ex. 5	Review pick up notes. Explain use of Pause.	
	Continue	On Our Way - page 8
	Introduce	On Our Way - page 9
	Continue	"Castles in Spain" - Erickson
Test	Assigned solos	

Unit 6
Thirty-first Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 24 - Ex. 6-7-8-9	Basic text	
Ex. 6-7-8-9	Familiar melodies with accompaniment. Follow book directions. Introduce accent marks.	
Page 24	Roll development for Drums.	
	Assign	Selected Solos
	Continue	On Our Way - page 9
	Introduce	On Our Way - page 10
	Continue	"Castles in Spain" - Erickson
Test	Playing	

Unit 6
Thirty-second Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 25	Assign two melodies	
Page 26	Assign for review	
	Begin preparation for concert	Program material
Test	Playing	

Unit 6
Thirty-third Week

Guide	Suggestions	Correlated Material
Instrument inspection		
Review	Check playing habits	
Page 25	Assign two new melodies	
	Continue	Program material
Page 26	Begin test	

Unit 6
Thirty-fourth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 25	Assign two new melodies	
Page 26	Continue test	
Page 27	Introduce band numbers.	
	Continue	Program material

Unit 6
Thirty-fifth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 28	Assign musical terms and symbols.	
	Play concert	Program material

Unit 6
Thirty-sixth Week

Guide	Suggestions	Correlated Material
Review	Check playing habits	
Page 28	Written test on terms and symbols.	
	Check in music, and parish owned instruments.	
	Check individually owned instruments and recommend needed repairs.	

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SUGGESTED CHANGES

Unit	Lesson	Changes Needed